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ABSTRACT

Based on the view that the quality of children's early experiences depends largely on the knowledge, experience, and skills of the people who work with them, this guide for early childhood practitioners in Vermont is designed to help them prepare and carry out a personally tailored professional development plan. The guide is presented in four sections. Section 1 provides an overview of the planning process, defines an Individualized Professional Development Plan (IPDP), describes common formats for its development, and discusses the role of mentors in professional development. Section 2 illustrates how 3 early childhood professionals created their 1-year IPDPs and 3-year timelines. Section 3 compiles forms for creating the IPDP. Section 4 presents information on the format for IPDPs from the Vermont Early Childhood Career Lattice, the Vermont Early Childhood Framework, and the Child Development Associate, as well as information on the Standards for Vermont Educators. (KB)

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PLANNING YOUR PROFESSIONAL GROWTH

Creating an Individualized Professional Development Plan for Early Care and Education

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Prepared by

The Professional Preparation and Development Committee
of the
Vermont Early Childhood Work Group

June 2001

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Vermont's Vision for Young Children and Their Families

Every family in Vermont has the right to comprehensive, high quality child development services appropriate for its children. Every Vermont community shall nurture the healthy development of young children and strengthen families. To support communities, the state of Vermont will create a unified system of child development services which shares common standards for quality and respects the diversity and uniqueness of individuals and programs.

Planning Your Professional Growth: Creating an Individualized Professional Development Plan in Early Care and Education was produced by the Professional Preparation and Development Committee of the Vermont Early Childhood Work Group to support Vermont's Vision for Young Children and Their Families.

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The forms can also be downloaded from the Vermont Early Childhood web site www.ahs.state.vt.us/EarlyChildhood.
For additional copies, contact your local Child Care Resource Development Specialist (828-3110 for listings) or Jim Squires at Vermont Department of Education, 120 State Street, Montpelier, VT 05620 (tel. 802/828-3892).

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PLANNING YOUR PROFESSIONAL DEVELOPMENT

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PLANNING YOUR PROFESSIONAL DEVELOPMENT: AN OVERVIEW

WHY IS MY PROFESSIONAL DEVELOPMENT IMPORTANT?

The quality of children's early experiences depends largely on the knowledge, experience, and skills of the people who work with them. Everyone who works with young children and their families needs a basic understanding of child development and early education. As your professional interests and demands of the field change, it is important to expand your knowledge and skills.

To provide children with the best, it is important that we strive for the best in ourselves, personally and professionally. Your Individualized Professional Development Plan serves as a map, but it alone will not take you to your destination. It is simply an important tool to support your growth and contributions to children and families. The rest is up to you.

This guide can help you to prepare and carry out a personally tailored professional development plan to help you attain your goals.

WHAT IS AN IPDP?

An Individualized Professional Development Plan (IPDP) is a thoughtfully developed guide designed to increase your knowledge, skills, and expertise for working with young children and their families over a three to seven year period.

A well-designed IPDP will do four basic things. It will:

- Assess your current interests, knowledge and skills.
- Identify specific areas for growth.
- Develop strategies and identify resources to address areas for growth.
- Document your professional growth.

Your investment of time and expense in professional development will be most effective when you know what you want, and need, to learn. Since no two people are identical in their interests, skills, knowledge, or working situation, no single plan for professional development will work for everyone. For this reason, professional development plans must be individualized. Furthermore, the IPDP is more a process than a single document. It guides your professional growth and reflects changes over time as you achieve your goals.

WHAT WILL MY IPDP LOOK LIKE?

Some individuals or programs are already using their own goal setting and professional planning formats. Others may choose to use one that corresponds with the three formats listed previously. Any format is acceptable.

IS THERE A FORMAT THAT I CAN USE TO GUIDE MY PROFESSIONAL DEVELOPMENT?

Yes, there are several options available to you. You may already have a format that you are using which you can continue to use or your current program may require one particular framework. If you don't have one already, there are several different formats from which you can choose. Three of the more common formats that can be used by early childhood professionals are:

Vermont Early Childhood Framework for Professional Development – Highlights seven areas addressing topics relevant to early childhood professionals not seeking or maintaining a formal credential. *(See page 32)*

Child Development Associate (CDA) – Highlights eight areas; used by Head Start, the Vermont Child Care Apprenticeship program, and others seeking a nationally recognized credential in early childhood education. *(See page 33)*

Standards for Vermont Educators (Vermont Dept. of Education) – Highlights five areas required to obtain or maintain a license to teach in the Vermont public school system. *(See page 34)*

HOW DO I GET STARTED?

There is no single approach that works for everyone. Some people have certain ways in mind for developing their plans, while others look for examples to give them ideas. If you are starting from scratch, there are nine suggested steps that will make this process easier and more useful.

1. Think about what you do now and what you would like to do in the future. (Look over *The Vermont Early Childhood Career Lattice* from the *Vermont Guide to Early Childhood Careers* on page 30-31)
2. Find a mentor or knowledgeable colleague to guide and support you. (See "Finding a Mentor" on the next page.)
3. Select a framework to guide your thinking and professional development choices (See "Sample Professional Development Systems" in this booklet).
4. Assess your current knowledge and skills
5. Prioritize what you want to work on first.
6. Design your IPDP and timeline with your mentor. (See attached examples)
7. Improve your professional knowledge and skills. Invest in yourself!
8. Reflect on, and document, your new learning and growth.
9. Periodically revise your IPDP to reflect your growth and new interests.

MAKING THE MOST OF A MENTOR

One definition of a mentor is "a person whom the protege' sees as a mentor." That suggests the person best-qualified to choose your most effective mentor is you. But this section may, we hope, be of some help.

Other people who have used mentors with success have said their mentors had these qualities:

- knowledge, skills or experience in an area about which you want guidance, or want to learn more about.
- good communication or listening skills; sensitivity and responsiveness toward others, especially adults.
- helpfulness -- the ability to offer guidance when you want it, in a way that works for you.
- respect for you, and the ability to challenge you to learn more.
- flexibility and time to work with you, and the responsibility to do what they say they will.

SO WHERE DO I FIND SUCH A PERSON?

Think about the people you already know in the field. Generally, a potential mentor will be someone with more experience and/or expertise than you. Potential mentors may be:

- a colleague in a similar job;
- a teacher or workshop presenter;
- your supervisor, or another manager or administrator;
- a specialist, such as a child care trainer, resource development specialist, special educator, or licensing specialist; or
- a consultant.

If you don't know a good candidate, ask around. Mentors can be found through professional organizations, such as the Vermont Association for the Education of Young Children (VAEYC), support networks, and early childhood programs in your community -- schools, parent child centers, etc. The Resource Section of the Guide lists many such programs.

Don't forget that you can make initial contact -- and continue to communicate -- with your mentor in person, by mail, by email, by phone, or any combination of these ways. Think about how you prefer to get help, and to learn.

If you would rather meet face-to-face, find a mentor who lives or works nearby. If you like reading and writing, email or letters mail work just as well -- and then your mentor can be across the state (or anywhere!). If you learn best by talking things through, you may want someone with whom you can meet regularly, or who likes to use the phone.

WHAT SHOULD I DO FIRST?

Take some time to ask yourself these questions:

- What specifically do I want to learn from my mentor?
- How will I know when I have what I want? Are there specific tasks or products I want to complete?
- How often can I reasonably hope to connect with my mentor?
- What is the best way for me to connect?
- What is the best way for me to learn (by reading, by doing, by talking ...)?

Now you are ready to talk with the person you think could be your mentor. Tell him or her what you are looking to accomplish, and the kind of commitment you are seeking. This is like an interview -- both you and your potential mentor are deciding if this looks and feels like a good match.

Trust your instincts. Only choose a mentor with whom you feel comfortable.

Once you've taken this step, it's critical to decide at the beginning on the time commitment and the responsibilities. Both of you must believe you can fulfill these. Remember that travel also takes time. Some mentor relationships have failed because one person really couldn't keep up the commitment they said they would.

Also keep in mind that a good mentor relationship is flexible. As the process unfolds, you both may need to adjust.

MAINTAINING AND ENDING THE MENTOR RELATIONSHIP

It is important to check in with each other periodically about how you're doing in meeting the goals. Stay "tuned in" to each other. As the protege', you have a special responsibility to tell your mentor if something is not working for you.

If you are clear at the beginning about what your goal is in working with your mentor, then when you accomplish that goal, that part of the relationship is over. Some people, though, have an evolving mentor relationship, which continues for years with different projects, changing and growing. Others have a short-term relationship, around a specific project.

It's all up to you -- and your mentor.

THE DIFFERENT PATHS OF THREE PROFESSIONALS

As stated previously, there is no single approach that works for everyone. You will need to make some decisions to select the path that makes the most sense for you. Discover how three different professionals developed their IPDPs.

- **Meet Roger.** He currently teaches in a licensed child care center where he has been a Head Teacher for five years. Roger has an Associates degree in Early Childhood Education. Roger decided to use the Vermont Early Childhood Framework when developing his Individual Professional Development Plan.

- **Meet Rosa.** She teaches in and operates a registered home day care. She has been in the early childhood profession for fifteen years and got her CDA two years ago. Rosa has chosen to use the Child Development Associate format for developing her Individual Professional Development Plan.

- **Meet Maeve.** She is a teacher-director in an inclusive, licensed child care center, where she has been an Essential Early Education teacher for seven years. Maeve has a Bachelors degree in Psychology with a minor in Special Education. She will use the Standards for Vermont Educators as part of her public school licensure.

The following pages illustrate how these three early childhood professionals developed and created their Individual Professional Development Plans. After assessing their strengths and needs, they developed a one year plan and a time line for three years. This helped them to focus on areas they identified for professional development, both on a short term and long term basis. Each has a different style; each has different resources and challenges.

ROGER H. DUBOIS

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Summary

As Head Teacher in the first center in eastern Vermont to receive national accreditation, I am committed to quality in early care and education. My career goals include: promoting professional recognition of child care providers, improving my instructional skills in order to become a mentor to others, and becoming a director of a small early childhood program.

Work History

Head Teacher Riverview Children's Garden (Boston, VT) 1995- present
Serve as Head Teacher of the four-year group. Primary responsibilities include: curriculum development, classroom teaching, developmental assessment of children using the Work Sampling System, parent communication, and supervising volunteers in the center.

Assistant Teacher Riverview Children's Garden (Boston, VT) 1993 - 1995
Worked with the Head Teacher of the older toddler group to prepare materials and environments for children's activities and served as an instructional aide for one child with autism.

Children's Activities Assistant Club Med (Chamonix, France) 1992-1993
Assisted with the Children's Program at a recreation resort for children two - twelve years of age. Worked under the direction of the Program Director to provide bilingual services to children and families in French and English.

Education

Associate degree in Early Childhood Education (Chamity College; Burlington, VT), 1995.
Diploma (Thunder Mountain High School; Thunder Mountain, ME), 1991

Interests and Activities

Photography, raising puppies for seeing-eye dog training, Big Brother for seven year old boy, fluent in French and Spanish.

References

Tracy Simons (Director of Riverview Children's Garden) 802/649-3301
Bob and Irma Squires (Parents of children attending Riverview Children's Garden) 802/567-5678
Dr. Anne Arnold (Professor, Chamity College) 802/639-8913

Roger's Self - Assessment

Date Developed: 3/1/2000

Vermont Early Childhood Framework

Core Area	Current Skill and Knowledge Levels	Areas for Growth	Priorities
Child Development	• possess basic understanding of general principles regarding preschool child development • worked successfully with small groups of 4-year olds in licensed center • able to treat each child individually, recognizing differences in their abilities and interests	• working effectively with children with special needs • increase understanding of theories behind cognitive development • gain better understanding on factors affecting infant/toddler mental health	1
Learning Environments	• familiar with child care licensing requirements • current in CPR and first aid • able to design learning centers for preschool and school age kids • understand and use Food Pyramid in snack preparation	• learning how room arrangement affects children's behavior	3
Effective Teaching and Nurturing	• able to develop weekly units using themes • develop and implement lesson plans/ learning activities • capable of effectively communicating with children • understanding of developmentally appropriate practices as described by NAEYC guidelines	• making low-cost / no-cost learning materials • develop a personal philosophy statement of early development and learning • incorporate cultural awareness in the curriculum by including the heritages of families enrolled	1
Parent Partnerships	• conduct conferences with parents regularly • involve parents in developing learning goals for their children • skilled at informally communicating with parents daily • contribute to monthly program newsletter to families • knowledgeable about community resources; able to inform families of various events and suggest referrals to appropriate agencies	• learn about types of non-traditional families and ways to support them • develop ways to incorporate home visits into the program	1
Ethics and Professional Behavior	• active member of VAEYC • maintain confidentiality with the families and staff with whom I work • regularly attend workshops sponsored by child care training agency	• become active in a local committee of child care professionals	3
Program Management	• able to work as a member of a team • able to supervise student teachers and volunteers • maintain up-to-date files on individual children's development	• gain more skills in effective supervision • plan a staff development day with other members of the staff	2
Health and Prevention	• can identify contagious illnesses • able to relay information about contagious illnesses to families including treatment • utilize frequent hand washing in my classroom to prevent illness	• learn additional strategies to prevent the spread of contagious diseases in my classroom • create a file of informational handouts to give to parents when contagious illnesses strike	1 2

Roger's Individualized Professional Development Plan

Date Developed: 5/1/00

Roger reviewed his areas for growth and decided to concentrate on solving some current classroom challenges (integrating children with special needs and expanding his curriculum with new materials) as well as focusing on two goals to which he felt professionally committed (developing a personal philosophy statement and doing more volunteer work). He figured out a reasonable time frame to complete these goals, developed strategies and identified resources he will need to reach his goals.

Core Area	Goals	Strategies	Resources	Timeline	Status
Child Development	• Learn strategies for working with children with special needs	• Go to workshops addressing these issues	• Listings of workshops/ conferences • Registration fees	3/2001	
Learning Environments	• Make new materials for my classroom	• Obtain books & catalogs to get ideas for creating materials • Observe other programs/ classes for ideas of materials • Create materials	• Books/ Catalogs • Sub for class • Materials	9/2000 9/2000 3/2001	
Effective Teaching and Nurturing	• Develop a personal philosophy statement on teaching and distribute to parents	• Observe other programs/classes for development of philosophy • Write philosophy, review w/ mentor • Inform parents and staff	• Sub for class • Obtain a mentor	9/2000 12/2000 1/2001	
Parent Partnerships					
Ethics and Professional Behavior	• Become actively involved on VAEYC subcommittee	• Go to the VAEYC annual meeting • Choose a subcommittee of interest, call chair of committee to volunteer	• Possible sub to attend meetings	5/2001	
Program Management					
Health and Prevention					

Roger's Timeline for Professional Development

Target Date	Core Area	Activity	Status
		Year One 6/2000 - 5/2001	
9/00	LE/ETN	Observe other programs	
9/00	LE	Get books and catalogs for ideas	
11/00	ETN	Obtain a mentor	
12/00	LE	Introduce new materials into classroom	
1/01	ETN	Write philosophy statement; review with mentor	
3/01	ETN	Plan a staff / parent discussion on philosophy	
3/01	CD	Attend workshop on children with special needs	
5/01	EPB	Attend VAEYC annual meeting	
5/01	EPB	Join VAEYC or other subcommittee	
		Year Two 6/2001- 5/2002	
	PP	Review past IPDP and create new IPDP	
	PM	Strengthen parent partnerships through home visits and diversity education / training	
		Establish a staff development committee	
		Year Three 6/2002 - 5/2003	
		Review past IPDP and create new IPDP	
	CD	Learn about children's mental health / get involved with CUPS	
	ETN	Implement family heritage traditions into program	

KEY FOR CORE AREA
Vermont Early Childhood Framework

CD - Child Development
LE - Learning Environments
ETN -Effective Teaching & Nurturing
PP - Parent Partnerships
EPB - Ethics & Professional Behavior
PM - Program Management
HP - Health and Prevention

CDA

1 Safe and healthy learning environments
2 Physical and intellectual development
3 Social and emotional development
4 Relationships with families
5 Program Management
6 Professionalism
7 Observing and recording behavior
8 Child growth and development

Standards for Vermont Educators
Department of Education

L Learning
PK Professional Knowledge
C Colleagueship
AD Advocacy
ACC Accountability

Rosa Simone Velasquez
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BACKGROUND

I started a Family Child Care Home nine years ago when I had the first of my three children. I expected to close my program when my youngest child went to school; however, I realized I enjoyed it and was providing an important service to the community. My goals are to specialize in providing child care to traumatized children and to maintain my professional credential.

WORK HISTORY

1993 - present Owner - Director Rosa's Nest (Grafane, VT)
Own and operate a licensed Family Child Care Home for seven children ages 3 months - seven years.
Responsibilities include: enrollment, curriculum, teaching, book-keeping, and working with parents and school staff.

1990 - 1993 Assistant Teacher Smiling Rainbow Playschool (Oslo, VT)
Worked with the three-year olds in a licensed morning preschool. Assisted the teacher with preparing materials, planning activities, and teaching.

1985-1990 Home Visitor Southern Vermont Head Start (Jackston, VT)
Conducted weekly visits to nine families with preschool children to address education, social services, health, and parent involvement issues. Developed activities for children and parents. Maintained thorough, confidential records.

EDUCATION

1998 Child Development Associate credential
1991 Courses taken in Child Development and Early Childhood Education (CCV)
1982 Diploma (Easton High School; Easton, NH)

INTERESTS AND ACTIVITIES

CPR and Advanced First Aid certification, gardening, playing the piano for church choir, member of Starting Points Child Care Network.

REFERENCES WILL BE FURNISHED UPON REQUEST

Rosa's Self - Assessment

Date Developed: 6/15/2000

Child Development Associate (CDA)

Core Area	Current Skill and Knowledge Levels	Areas for Growth	Priorities
1. Safe and Healthy Learning Environments	• maintain a safe environment • practice evaluation plan monthly • have a clear and effective illness policy	• understanding all kinds of allergies • knowledgeable about health resources available to children and families	
2. Physical and Intellectual Development	• all children have both indoor and outdoor gross motor play daily • art supplies and manipulatives available • lots of open-ended activities and materials available daily	• incorporate more music and movement into daily routine • find out about and get materials adaptive for all children's use	1
3. Social and Emotional Development	• foster child-to-child conflict resolution • allow more independence (appropriate to age) • model and foster respect for others' feelings	• increase knowledge about the needs of children who have been abused	1
4. Relationships with Families	• refer parents to appropriate resources • communicate with every family daily • support children's attachment to parents & me	• increase understanding of why parents abuse • learn how to help parents advocate	
5. Program Management	• have a contract and policy handbook • maintain a familiar, regular substitute for program consistency • participate on family service teams (CUPS, FIT, EEE, SRS)	• support my own children's growth & well-being in my program • understand the needs of all children in my program	
6. Professionalism	• have a written educational philosophy • maintain current VAEYC and CCPA membership • participate monthly in local providers' network	• renew my CDA • become a protective services provider • take a leadership role in the network	1 2
7. Observing and Recording Behavior	• use simple observation skills to look for antecedents and consequences of behavior • maintain journals on all children	• more knowledge about how to make an intervention plan	2
8. Child Growth and Development	• understand typical children's growth and development – birth to age 12 • use developmental information to understand children's interests, needs, behaviors	• learn about the impact of abuse and neglect on development	2

Rosa's Individualized Professional Development Plan

Date Developed: 8/00

Rosa obtained her CDA two years ago and has one year left before she needs to renew her credential. Rosa wants to renew her credential and will complete the necessary requirements. She also has decided to focus on becoming a protective services provider.

Core Area	Goals	Strategies	Resources	Timeline	Status
1. Safe and Healthy Learning Environments					
2. Physical and Intellectual Development	• increase program ideas and variety of materials	• Take CCV class "Methods and Materials in Early Education	Application Scholarship Books, materials	8/00 9/00 9/00	
3. Social and Emotional Development	• Understand the impact of abuse and trauma on young children	• Take Basic Protective Services workshop at the Family Center	Sign up Arrange child care for sessions	12/00 1/01	
4. Relationships with Families	• Understand the cycle of abuse in families.	• Take Basic Protective Services workshops at the Family Center	See above	1/01	
5. Program Management					
6. Professionalism	• Become more active in childcare network • Renew CDA	• Talk with Bessie Smith, local network leader. • Take courses, submit materials	• naptimes, evenings • forms	9/00 7/00	
7. Observing and Recording Behavior					
8. Child Growth and Development	• Understand effects of trauma and abuse on children's brain development	• Take Basic PS workshops at Family Center • Attend workshops at VAEYC	See # 3	1/01 10/01	

Rosa's Timeline for Professional Development

Target Date	Core Area	Activity	Status
		Year One (6/2000 - 5/2001)	
9/00	2	Take CCV class	
9/00	6	Talk to network group leader about involvement	
1/01	2,4,8	Attend Basic Protective Services training	
4/01	6	Prepare and submit CDA renewal materials	
		Year Two (6/2001- 5/2002)	
	6	Review past IPDP and update	
	7 , 5	Take course on observation / intervention	
	1	Contact Health Dept. About resources	
		Year Three (6/2002 - 5/2003)	
	6	Review past IPDP and update	
	4	Hold parent advocacy information nite w/ speaker	

KEY FOR CORE AREA

Vermont Early Childhood Framework

CD - Child Development
LE - Learning Environments
ETN -Effective Teaching & Nurturing
PP - Parent Partnerships
EPB - Ethics & Professional Behavior
PM - Program Management
HP - Health and Prevention

CDA

1 Safe and healthy learning environments
2 Physical and intellectual development
3 Social and emotional development
4 Relationships with families
5 Program Management
6 Professionalism
7 Observing and recording behavior
8 Child growth and development

Standards for Vermont Educators
Department of Education

L Learning
PK Professional Knowledge
C Colleagueship
AD Advocacy
ACC Accountability

Maeve Eleanor Ralston
21 Shady Brook Hollow
Rounder, Vermont 05999
(802) 555-2468

Education

1992-1993	B.A. Psychology and Special Education (Univ. of Northern Vermont)
1992-1993	A.A. Early Childhood Education (Chesapeake Community College, MD)
1992-1993	Human Services Certificate (Point Bay Technical Center; Point Bay, VT)
1998	Vermont Teacher Licensure (Early Childhood Special Education)

Experience

1998-present Director / Teacher
Rounder Public School Children's Center (Rounder, Vermont)
Serve as Director and Special Educator for an inclusive, licensed full-day early childhood program operated by the Rounder Public Schools. Responsibilities include: program licensure; enrollment; screening and assessment; curriculum development; Individual Education Plan (IEP) development and monitoring; staff supervision; liaison with Family Infant Toddler Project, CUPS, and social services agencies.

1992-1993 Counselor
Rounder Summer Recreation Program (Rounder, Vermont)
Worked with another counselor to administer a summer recreation program for first- and second-graders. Assisted with swimming lessons, arts and crafts activities, and community sports program.

1992-1993 Teaching Assistant
Chesapeake Community College Child Care (South Bay, MD)
Assist teaching staff at laboratory preschool / childcare program operated for toddlers, preschoolers, and school age children of faculty, students, and community. Primary responsibilities included working with preschool children with special needs.

Special Qualifications

Fluent in American Sign Language, CPR Instructor, member of regional Early Childhood Council, Foster Parent for 8 year old boy.

References Available Upon Request

Maeve's Self - Assessment

Date Developed: 3/1/2000

Standards for Vermont Educators - Department of Education

Core Area	Current Skill and Knowledge Levels	Areas for Growth	Priorities
Learning	• pursuing a Master's Degree in Special Education • attends conferences and workshops regularly • up to date on new strategies with children with special needs, especially autism and behavioral issues around abuse and divorce • ability to reflect on my skills through evaluation and careful choice of training • effectively directs a licensed and accredited early childhood program	• finish Master's Degree • stay on top of new developments in working with children with special needs. Autism is an area that is growing and is of particular interest. • work on leadership skills	My TOP priority is to finish my M.Ed. Take courses on Autism and Vt. Framework
Professional Knowledge	• center is NAEYC accredited; guided the program through re-accreditation last year • practice child centered learning • participate in creating an inclusive child care setting • implement play-based assessments, create IFSP's and IEP's	• need to know the Vermont Framework of Standards and how to use it in curriculum development • continue workshops and coursework on autism, sensory integration, and inclusion	Second priority: align my curriculum with VFSLO
Colleagueship	• extensive team collaboration in the program — team teaching as well as consulting specialist (OT/PT, SLP, etc.) • collaborate with agencies such as Head Start, FIT, SRS and mental health • NAEYC and VAEYC member • foster parent • work with diverse populations effectively	• learn new ways to create an effective team, provide leadership for this as directed. • strengthen collaboration within the community, including exploration of Success by Six, CUPS initiatives, new Head Start program	Third priority: increase involvement with state and local organizations
Advocacy	• understand that advocacy is necessary to maintain community networks to effectively link children and families with services • present and co-present a variety of workshop topics, thus broadening the awareness of other service providers (child care providers, EEE colleagues, FIT staff, Head Start)	• seek new ways to encourage parents to take leadership for their child's and families needs • broaden range of topics to include workshops in inclusion practices and team collaborations	
Accountability	• Prepared my professional development portfolio • Maintained documentation of professional activities • Achieved renewal of teacher certification	• maintain certification • use professional development plan on a yearly basis to set and attain annual goals	

Maeve's Individualized Professional Development Plan

Date Developed: 5/00

Standards for Vermont Educators - Department of Education

Since Maeve is employed in a public school setting, she needs to use the Department of Education format to complete her plan. She plans to complete her Masters Degree in Special Education and will also focus on the Vermont Framework of Standards, which is part of her district's improvement plan. Although she only needs to complete a plan every seven years to obtain relicensure, Maeve will review her plan every year to insure it still meets her needs and to insure that she has fulfilled her relicensing requirements as approved by the local standards board.

Core Area	Goals	Strategies	Resources	Timeline	Status
Learning	• Increase knowledge in the area of Special Education by participating in graduate level courses and workshops	• Finish Master's degree in the next two years	Registration fees	6/2002	
	• Focus on autism	• Take a course on Autism		12/2000	
Professional Knowledge	• Learn about the Vermont Framework of Standards and align curriculum with the standards	• Take a course on Vermont Framework of Standards	Registration fees	5/2001	
		• Review existing curriculum and align with the framework	Time	On-going	
Colleagueship	• Work collaboratively with colleagues to have a fully integrated curriculum	• Improve current collaboration by establishing a regular bi-monthly meeting	Time and meeting space	9/2000	
	• Work collaboratively with outside agencies to better serve children and families	• Meet with Head Start and CUPS staff to discuss services, refer as necessary and appropriate		9/2002	
Advocacy	• Develop and present a workshop on inclusion practices	• Compile information on inclusion practice: design a workshop; present to colleagues, outside agencies and parents	Texts, journals, class notes	5/2004	
	• Membership in VAEYC		Dues	6/2000	
Accountability	• Complete the prerequisite number of approved credits in endorsement area	• Review Individual Professional Plan annually to establish credits	Binder for portfolio	Annually	
	• Document participation in the above activities	• Summarize activities annually, collect supply documentation, put in Portfolio	Dividers		

Maeve's Timeline for Professional Development

Target Date	Core Area	Activity	Status
		Year One (6/2000 - 9/2001)	
9/00,1/01	L	Take two classes in each the fall and spring semesters	
9/2000	L	Take one class on autism	
1/2001	PK	Take one class on Vermont Framework of Standards	
6/2001	ACC	Document professional development activities and put in portfolio	
		Year Two (6/2001- 5/2002)	
8/2001	L	Review IPDP	
9/2001 1/2002	L	Take one class in each the fall and spring semesters	
6/2002	PK	Begin writing thesis	
6/2002	ACC	Begin aligning current curriculum with the Vermont Framework	
6/2002		Document professional development activities	
		Year Three (6/2002 - 5/2003)	
8/2002		Review IPDP	
Ongoing	PK	Continue aligning current curriculum with the Vermont Framework of Standards	
9/2002	C / AD	Meet with Head Start and CUPS	
5/2003	L	Finish writing thesis	
6/2003	ACC	Document professional development activities	

KEY FOR CORE AREA

Vermont Early Childhood Framework

CD - Child Development
LE - Learning Environments
ETN -Effective Teaching & Nurturing
PP - Parent Partnerships
EPB - Ethics & Professional Behavior
PM - Program Management
HP - Health and Prevention

CDA

1 Safe and healthy learning environments
2 Physical and intellectual development
3 Social and emotional development
4 Relationships with families
5 Program Management
6 Professionalism
7 Observing and recording behavior
8 Child growth and development

Standards for Vermont Educators
Department of Education

L Learning
PK Professional Knowledge
C Colleagueship
AD Advocacy
ACC Accountability

Forms for Creating Your Individualized Professional Development Plan

and

Appendices

INDIVIDUALIZED PROFESSIONAL DEVELOPMENT PLAN

COVER PAGE

Name _____

Address _____

Telephone _____

E-Mail _____

Current Position _____

Place of Employment _____

Address _____

Telephone _____

In five years, what would you like to be doing professionally?

People I might consider to be my mentor or advisor:

Format Choice for IPDP:
- ❑ Vermont Early Childhood Framework
- ❑ Child Development Associate (CDA)
- ❑ Standards for Vermont Educators
- ❑ Other:

Self - Assessment

Date Developed:

Vermont Early Childhood Framework

Core Area	Current Skill and Knowledge Levels	Areas for Growth	Priorities
Child Development			
Learning Environments			
Effective Teaching and Nurturing			
Parent Partnerships			
Ethics and Professional Behavior			
Program Management			
Health and Prevention			

Individualized Professional Development Plan

Date Developed:

Vermont Early Childhood Framework

Core Area	Goals	Strategies	Resources Needed	Timeline	Status
Child Development					
Learning Environments					
Effective Teaching and Nurturing					
Parent Partnerships					
Ethics and Professional Behavior					
Program Management					
Health and Prevention					

Self - Assessment

Date Developed:

Child Development Associate (CDA)

Core Area	Current Skill and Knowledge Levels	Areas for Growth	Priorities
1. Safe and Healthy Learning Environments			
2. Physical and Intellectual Development			
3. Social and Emotional Development			
4. Relationships with Families			
5. Program Management			
6. Professionalism			
7. Observing and Recording Behavior			
8. Child Growth and Development			

Individualized Professional Development Plan

Date Developed:

Child Development Associate (CDA)

Core Area	Goals	Strategies	Resources Needed	Timeline	Status
1. Safe and Healthy Learning Environments					
2. Physical and Intellectual Development					
3. Social and Emotional Development					
4. Relationships with Families					
5. Program Management					
6. Professionalism					
7. Observing and Recording Behavior					
8. Child Growth and Development					

Self - Assessment

Date Developed:

Standards for Vermont Educators - Department of Education

Core Area	Current Skill and Knowledge Levels	Areas for Growth	Priorities
Learning			
Professional Knowledge			
Colleagueship			
Advocacy			
Accountability			

Individualized Professional Development Plan

Date Developed:

Standards for Vermont Educators - Department of Education

Core Area	Goals	Strategies	Resources Needed	Timeline	Status
Learning					
Professional Knowledge					
Colleagueship					
Advocacy					
Accountability					

DOCUMENTATION OF PROFESSIONAL DEVELOPMENT

Topic/ Title _____

Presenter _____

Sponsoring Agency _____

Location _____

Format of Professional Development Experience::

❑ Training (Workshop) ❑ Course ❑ Site Visit ❑ Mentor Meeting ❑ Lecture/Presentation

❑ Other: _____

Date _____ Length of Professional Development Experience: hours _____ minutes _____

Description: _____

New Learning and Reactions: _____

Way(s) New Learning Will Be Applied To Practice: _____

Participant's Name _____

Presenter Signature/ Verification of Participation Date(s) _____

FIELDS OF KNOWLEDGE *(check all appropriate areas)*

Vermont Framework:

- ❑ Child Development
- ❑ Learning Environments
- ❑ Effective Teaching/Nurturing
- ❑ Health/ Prevention
- ❑ Parent Partnership
- ❑ Ethics/ Professional Behavior
- ❑ Program Management

Vermont Teacher Licensure:

- ❑ Learning
- ❑ Professional Knowledge
- ❑ Colleagueship
- ❑ Advocacy
- ❑ Accountability

Child Development Associate (CDA): *Assign approximate times allocated for each area to be addressed*

- ❑ Safe & Healthy Learning Environments _____
- ❑ Physical & Intellectual Development _____
- ❑ Relationships With Families _____
- ❑ Child Growth & Development _____
- ❑ Social & Emotional Development _____
- ❑ Program Management _____
- ❑ Observing & Recording Behavior _____
- ❑ Professionalism _____

KEYWORDS: _____

NOTES: _____

Timeline for Professional Development

Target Date	Core Area	Activity	Status

KEY FOR CORE AREA

Vermont Early Childhood Framework

CD - Child Development
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Standards for Vermont Educators
Department of Education

L Learning
PK Professional Knowledge
C Colleagueship
AD Advocacy
ACC Accountability

Professional Development Activity Log

Topic	Activity	Date	Hours	Core Area

ACTIVITY KEY

COM: Committee Work
CONF: Conference
CRS: Course
ILJR: Independent Learning/ Research
INT : Interview
MENT: Mentoring
SEM: Seminar
VISIT: Site Visit
WKSP: Workshop

THE VERMONT EARLY CHILD

	Home Business	Licensed Child Care Facility	Public/Private Elementary School	Parent Child Center
Advanced Level Master's degree or doctorate + experience Individual Professional Development Plan (IPDP)		EEI Coordinator	Principal Special Services Coordinator Superintendent EEE Coordinator EEI Coordinator Early Childhood Program Coordinator	Parent Child Center Director EEI Coordinator
Teacher Bachelor's degree or equivalent + experience State teacher certification (public schools, EEE, EEI) IPDP	Independent consultant Advisor/Tutor/Mentor	EEE Teacher EEI Teacher Director (medium to large program)	EEE Teacher EEI Teacher Elementary Teacher in a Public School Reading Recovery Teacher Home-School Coordinator Title I Teacher Early Childhood Teacher-Director at a Tech Center Substitute	Program Coordinator Home Visitor/ Outreach worker Teacher EEI Teacher
Teaching Associate Associate's degree or credential, or 3 years' experience plus 4 college courses IPDP	Peer Mentor	Director (small program) Teacher (medium to large program) Peer Mentor	Teacher Assistant	
Teacher Assistant High school diploma some training IPDP	Registered Family Home Child Care Provider Substitute	Teacher (small program) Substitute Teacher Assistant	Paraeducator (includes EEE, EEI, and grades K-3)	Teacher Assistant
Apprentice Interest in working with children and families	Newly Registered Family Home Child Care Provider Legally Exempt Child Care Provider Subsidized Legally Exempt Child Care Provider Volunteer	Paraeducator New Teacher Assistant Volunteer	Volunteer	Parent (or other person) in a supervised training program Volunteer

Abbreviations: *CCSD: Child Care Services Division* *CDA: Child Development Associate* *EEE: Essential Early Education*

HOOD CAREER LATTICE

Head Start	State Offices	Child Care Resource and Referral Agency	Other Settings in Early Childhood Profession
Head Start/State Collaboration Coordinator	CCSD Administrators FIT Director Dept. of Education Administrator/Consultant	Executive Director	College or University Faculty Advisor/Tutor/Mentor for college student's independent study
Director/Regional Administrator Coordinator/Standards Team Member Site Director/Generalist Head Start Teacher EEI Coordinator Advisor/Tutor/Mentor	Licensing Supervisor USDA Food Program Coordinator	Program Director Workshop Presenter Child Care Trainer Referral Specialist Subsidy Specialist Support Specialist EEI Teacher Child Care Developer USDA Food Program Specialist	FIT Social Worker FIT Early Interventionist CDA Advisor Independent Consultant FIT Community Resource Parent Home Tutor Success by Six Coordinator
Home Visitor Family Service Worker Lead Teacher	Licensing Specialist Family Child Care Home Assessor AmeriCorps Member	AmeriCorps Member	AmeriCorps Member USDA Food Program Home Visitor
Teacher Assistant	Licensing Technician Consumer Concern Line Operator		
Paraeducator Involved Parent Volunteer	***Note:*** *Many people in the field have a higher level of education and training than their job requires. For example, teachers with master's degrees are working in all settings, from home-based care to licensed programs and public schools; and many home-care providers have bachelor's and even master's degrees.* *This higher level of knowledge and expertise may or may not be recognized in a person's compensation. Anyone who feels underpaid for his/her level of training may choose to make this clear to his/her clients or employer, using the Career Lattice as an illustration.*		Success by Six Home Visitor Baby Sitter Nanny/Au Pair Subsidized Legally Exempt Child Care Provider (in child's home)

EEI: Early Education Initiative *FIT: Family, Infant and Toddler Project*

APPENDIX 2

THE VERMONT FRAMEWORK FOR PROFESSIONAL DEVELOPMENT IN EARLY CARE AND EDUCATION

Core Area	Content Levels	Suggested Topics	CDA Areas
Child Development	I. General Child Development Principles	• areas of development, ages & stages, individual differences, HeartStart	VIII
	II. Stage-Specific Behaviors & Expectations	• infant, toddler, preschool, school age, special needs considerations	VIII
	III. Special Topics	• multiples intelligences, reactions to stress and trauma, ADHD, etc.	II, III, VIII
Learning Environments	I. General Conditions	• safety & health considerations, environmental hazards, regulations and guidelines, first aid, CPR, nutrition	I
	II. Designing Spaces	• stage appropriate room arrangement, selecting equipment and materials, learning centers, resources	I, II, III
	III. Adapting The Environment For All	• inclusion/least restrictive environment, modification for special needs	I, II, III
Effective Teaching & Nurturing	I. Organizing the Program	• philosophy & goals, daily scheduling & planning, transitions	I, V, VIII
	II. Developing & Conducting Experiences to Promote Growth & Development	• developmentally appropriate practices, lesson planning, integrated curriculum development, value of play, multi-culturalism/ diversity	I, II, III, VIII
	III. Teaching Strategies & Behavior Management	• effective teaching behaviors, individual/small/large group, common behavior problems & behavior management techniques	II, III
	IV. Documenting Growth & Learning	• observation, recording, screening & assessment techniques, interpretation of test results	VII
Parent Partnership	I. General Principles of Family Development	• types of families, parental values & expectations, family transitions, family-centered services	IV
	II. Communicating with Parents	• home visits, conferences, written reports, newsletters, family involvement, negotiating common goals for child	IV
	III. Special Issues	• divorce, single parenting, working parents, adoption, substance abuse, poverty	III, IV
Ethics & Professional Behavior	I. Code of Ethics	• professional responsibilities, confidentiality, mandated reporting, legal implications & risk management, professional development	VI
	II. Community Involvement	• networking, referrals, advocacy, community resources, professional associations	V, VI
	III. Mentorship	• benefits, techniques	V, VI
Program Management	I. Financial & Administrative Management	• staff selection, staffing patterns, supervision, evaluation, staff development, dealing with poor staff performance	V
	II. Personnel Development & Management	• budget development, files & recordkeeping, contracts & agreements, state & local laws, enrollment, legal issues, advisory boards	V, VI
	III. Leadership	• leadership styles, situational leadership, team building, advocacy & public relations	V, VI
Health and Prevention	I. Children's Well-Being	• typical health concerns, factors influencing children's well-being, developmental issues	I, II, VIII
	II. Health-Related Interventions	• identification of concerns, intervention actions, community resources	I, II, VII
	III. Prevention	• environmental, social, & personal approaches	I, II, III, IV

APPENDIX 3

CHILD DEVELOPMENT ASSOCIATE (CDA)

The Child Development Associate is a national credentialing program administered by the Council for Early Childhood Professional Recognition in Washington, DC that is designed to enhance the quality of early care and education. The national standards used to evaluate a caregiver's performance with children and families are divided into goals which are common to all early childhood settings. These goals describe the major functions that a caregiver must complete in order to carry out the competency goal.

1. Planning a safe, healthy environment to invite learning;
2. Steps to advance children's physical and intellectual development;
3. Positive ways to support children's social and emotional development;
4. Strategies to establish productive relationships with families;
5. Strategies to manage an effective program operation;
6. Maintaining a commitment to professionalism;
7. Observing and recording children's behavior;
8. Principles of child development and learning.

A Child Development Associate (CDA) is an individual who has successfully completed a CDA assessment and has been awarded the CDA Credential. S/he is able to meet the specific needs of children and works with parents and other adults to nurture children's physical, social, emotional, and intellectual growth in a child development framework.

The Credential is awarded for three child care settings: 1) Center-based, for which Candidates receive endorsements to work with infants and toddlers or preschool children; 2) Family Child Care; and 3) Home Visitor.

THE CDA COMPETENCY STANDARDS

COMPETENCY GOALS	FUNCTIONAL AREAS
Goal I. To establish and maintain a safe, healthy learning environment	1. Safe 2. Healthy 3. Learning Environment
Goal II. To advance physical and intellectual competence	4. Physical 5. Cognitive 6. Communication 7. Creative
Goal III. To support social and emotional development and to provide positive guidance	8. Self 9. Social 10. Guidance
Goal IV. To establish positive and productive relationships with families	11. Families
Goal V. To ensure a well run, purposeful program responsive to participant needs	12. Program Management
Goal VI. To maintain a commitment to professionalism	13. Professionalism

APPENDIX 4

VERMONT DEPARTMENT OF EDUCATION FIVE STANDARDS FOR VERMONT EDUCATORS

Educators seeking to teach in the public school system must become licensed by the Vermont Department of Education. There are many different levels of licensure and endorsement, several of which are pertinent to early care and education. Each level and endorsement centers around The Five Standards for Vermont Educators. Grounded in best practice and responsive to state and local initiatives, the Five Standards provide the foundation for professional preparation and continuing professional development.

LEARNING
(Content Expertise)

Each Vermont educator continues to acquire new learning in the content area of his/her professional endorsement(s) and reflects this new learning in professional practice. Each educator is knowledgeable is knowledgeable about the content requirements of his/her endorsement(s).

PROFESSIONAL KNOWLEDGE
(Methodology and Pedagogy)

Each Vermont educator continues to acquire knowledge in best practices in teaching and the learning process, so as to improve Learning Opportunities for all students.

COLLEAGUESHIP

Each Vermont educator works collaboratively with colleagues at local, state, and/or national levels to improve student learning through implementation of national standards, Vermont's Framework of Standards and Learning Opportunities, district goals, school goals, and/or action plans.

ADVOCACY

Each Vermont educator works to improve the educational health of Vermont learners, and promotes fairness and equity for all students and members of the educational community. The educator engages the family and the community in partnerships to promote student learning.

ACCOUNTABILITY

Each Vermont educator carries out professional responsibilities ethically. Each educator demonstrates professional growth over time in each of the Five Standards for Vermont Educators through a professional portfolio that includes evidence of rigorous professional development, reflective practice, and adapting practice to improve student learning. A portion of each educator's Individualized Professional Development Plan (IPDP) and professional portfolio will be connected to his or her school's initiatives for improving student learning.

The above five standards are further defined by quality indicators and principles. For persons interested in the field of early education, specific competencies are outlined in endorsement requirements. Contact the Licensing Office of the Vermont Department of Education (802-828-2445) for additional information.

For additional copies, please contact:
Child Care Services Division, 802-828-3110,
or the Vermont Department of Education at 802-828-3892.

This document, including forms, is also available as a .pdf file from the Child Care Services Division website:
www.ahs.state.vt.us/EarlyChildhood

BEST COPY AVAILABLE